5 Common Co-Teaching Mistakes
(and how to avoid them)

Arizona Department of Education
August 24, 2015

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5 Common Mistakes of Co-Teaching

1.

2.

3.

4.

5.

Collaborative Teaching Responsibilities

Directions: Discuss the following questions with your partner and reach a conclusion in each case regarding who will bear the responsibility for the tasks.

Who will be responsible for:	Classroom Teacher	Specialist	Other	Shared
Identifying goals and objectives for the course?				
Designing IEP objectives for the special education students?				
Planning instructional activities to achieve the goals?				
Selecting and organizing instructional materials?				
Teaching specific class content?				
Teaching study skills and learning strategies?				
Collecting data on student performance?				
Establishing and implementing grading procedures?				
Establishing and implementing a classroom management plan?				
Maintaining home contact?				
Modifying curriculum and materials as necessary?				
Designing tests, homework assignments, etc.?				
Providing individual assistance to students?				
Taking care of daily routines (e.g. attendance, lunch counts)?				
Directing paraeducators, parent volunteers, and or other support personnel?				
Communicating to all appropriate parties regarding the special education students?				

Ideas for Inclusion: The School Administrator's Guide

Teaming Responsibilities

Directions: List the various tasks and responsibilities that are essential for your team to function well and achieve your goals. Discuss the tasks with your partner(s) and reach a conclusion in each case regarding who will bear the responsibility for the tasks.

Who will be responsible for:	Name	Name	Name	Shared

While Teacher A is lecturing, Teacher B could be:

1. Writing color coded notes on the board
2. Checking for understanding with an individual student
3. Checking for engagement – walk around and support
4. Gathering data – record engagement, materials, etc.
5. Reinforcing good behavior
6. Setting up for next activity
7. Adding examples
8. Echoing key words from Teacher A
9. Handling classroom management issues, passes, etc
10. Creating informal assessments
11. Using proximity for behavior management
12. Writing key points on the board or laptop
13. Quick grading of participation, papers
14. Modeling
15. Asking clarifying questions
16. Providing kinesthetic tools, manipulatives, aids, props
17. Thinking about re-teaching
18. Managing the PowerPoint
19. Making sure worksheets are being completed
20. Conferencing individually with kids about progress, etc.
21. Restating the objective 3 times during the lesson
22. Keeping binders or other organizational tools
23. Giving countdown, time clues
24. Starting up an online timer
25. "Stand up if you…., Turn and talk…, Stomp your feet…"
26. Flip-flop calling on students
27. Flip-flop reading aloud
28. Going on-the-spot to websites to show visual images
29. Typing up text for a Wordle of the conversation
30. Pulling up an online site to support instruction

Remember: The Specialist can be Teacher A, too!

"Specially Designed Instruction"
means

adapting...the **content**, **methodology**, or **delivery** of instruction

- to address the unique needs of the child that result from the child's disability

- to ensure access of the child to the general curriculum, so that the child can meet the educational standards that apply to all children

Access

Lesson Planning Questions
for incorporating
Specially Designed Instruction

- What about this lesson will students find difficult?

- What have students had trouble with in the past?

- What are the key vocabulary terms – content and academic?

- What visual material will be presented?

- What communication skills might challenge students?

- What prompts can we provide during group discussion times?

- Are there opportunities to provide a mini-lesson on reading, note-taking, summarizing, studying, etc.?

- Are there specific IEP objectives that can be addressed during this lesson?

- Any benefit in color-coding?

- What directions/tasks will be given that might need greater task analysis? scaffolding? chunking?

- What executive function skills will be required? (planning and prioritizing, time management, organization, working memory, metacognition, self-regulation, persistence, attention, processing, flexibility)

- Are there individualized behavior management concerns?

- Does our progress monitoring data suggest any needs?

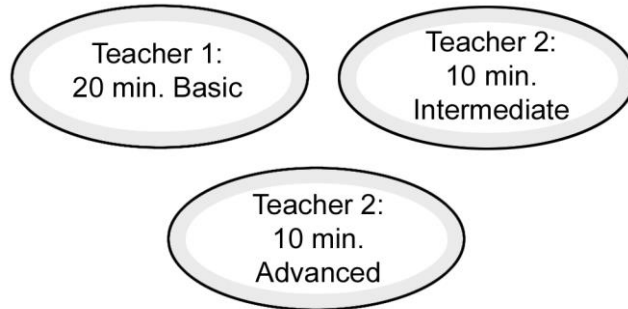- Have we addressed any required accommodations?

Lesson Planning Questions
for incorporating
English Language Development

- What language in this lesson will be a barrier?

- What content will students find difficult?

- What have students had trouble with in the past when you have taught this lesson?

- What are the key vocabulary terms – academic (Tier2) and content (Tier 3)?

- How will the information be presented? Auditory? Visual? Kinesthetic?

- What directions/tasks will be given that might need greater task analysis? scaffolding? chunking?

- What structures are in place to ensure full participation?

- How will small group participation be supported?

- Are there opportunities to provide a mini-lesson on word attack or other reading strategies?

- What executive function skills will be required? (planning and prioritizing, time management, organization, working memory, metacognition, self-regulation, persistence, attention, processing, flexibility) How will these be addressed?

- How will we support students who struggle with some of the processes of learning? (technology, collaboration, etc.)

- Does our progress monitoring data suggest any needs?

- Is there extra time for rehearsal/practice for those who need it?

- Are we trying to do too much in too short a time? What are the priorities?

Mirror
(2 groups)
Each teacher teaches the **same objective at the same time (groups do not switch)**

Teacher 1 Group A	Teacher 2 Group B

Variations
 Vary groups through the use of **Differentiation**
• Apply different **Teaching Styles** • Each group offers different **Learning Styles**
or **Multiple Intelligences** options • Vary by using differentiated **Assessments**

Flip/Flop
(2 groups)

After a timed interval, groups switch from one teacher to the other.
Two Objectives. Each teacher teaches a **Different Objective to their group**

Teacher 1 Group A	Teacher 1 Group B
(groups switch)	
Teacher 2 Group A	Teacher 2 Group B

Variation
• Specific skill stations without flip/flop (2 different objectives based on data)

Flip/Flop Switch
(2 groups)
Two or three teaching objectives
Data based groups. Teacher 1 teaches the main lesson, Teacher 2 PRE-teaches the lesson. After an interval, groups switch.
The pre-taught group then receives the same lesson from Teacher 1.
The lesson group receives RE-teaching or ENRICHMENT from Teacher 2.
Teacher 1 (Main Lesson)
Teacher 2 (Pre-teach/
Re-teach/Enrich)

A	B
B	A

Variations

• Each group receives initial pre-teaching lesson based on data-driven decisions.
• Students receive initial lesson (mirror style) then students are regrouped for re-teaching purposes.

3 Station Rotation
(3 groups: two teacher groups and one independent group)
Three teaching objectives
Each teacher instructs a group, and a third group completes an independent activity. After a timed interval, the groups switch. The students participate in all three groups.
Note: In the independent group, students may work or sit: alone, in pairs, or as a group.

Teacher 1 Objective 1 → Teacher 2 Objective 2
↑ Independent Objective 3 ↙

Variations
Three stations, but students only participate in two groups, with the following determined by the data:
• One teacher group and one independent group • Two teacher groups, no independent group

3 Station Tiers	**4 Station Rotation**
(3 groups: all teacher taught for some time) One objective, tiered for maximum student success (NO Rotation) Teacher 1 teaches the basic group (example: 20 minutes), Teacher 2 splits the same amount of time between the two other groups (example: 10 minutes teaching the intermediate group / then 10 minutes teaching the advanced group - teaching is alternated with independent work) **Teacher 1: 20 min. Basic** **Teacher 2: 10 min. Intermediate** **Teacher 2: 10 min. Advanced** **Variation** • Teacher 1 spends 20 minutes enriching the advanced group and Teacher 2 spends 10 minutes teaching the other two groups.	(4 groups: 2 teacher taught, 2 independent) Four objectives Students spend time with each teacher and complete/participate in two independent tasks. **Teacher 1 (Objective 1)** → **Independent 1 (Objective 2)** **Independent 2 (Objective 4)** ← **Teacher 2 (Objective 3)** **Variation** • Students may complete the rotations over two days instead of one.
4 Stations with one Teacher Flip/flop	**4 Stations with Tiers**
(4 groups) Two Objectives The class is spit in half and each teacher alternates between an instructional group and an independent group. Students only see one teacher. **Teacher 1 Group A Obj 1** ↕ **Teacher 1 Group B Obj 1** **Teacher 2 Group A Obj 2** ↕ **Teacher 2 Group B Obj 2** **Variations** • Teachers have the same objective for each group • Teachers have different objectives for each group based on student needs.	(4 groups) One objective (NO rotation by students) Each group works with a teacher for a specified amount of time, then the teacher moves to a second group. The lesson content is the same, but the lesson is differentiated for the various ability group levels. **Tier 1** **Tier 2** **Tier 3** **Tier 4** **Variation** • You may have one basic, two intermediate and one advanced group or any other ability combinations that make sense.
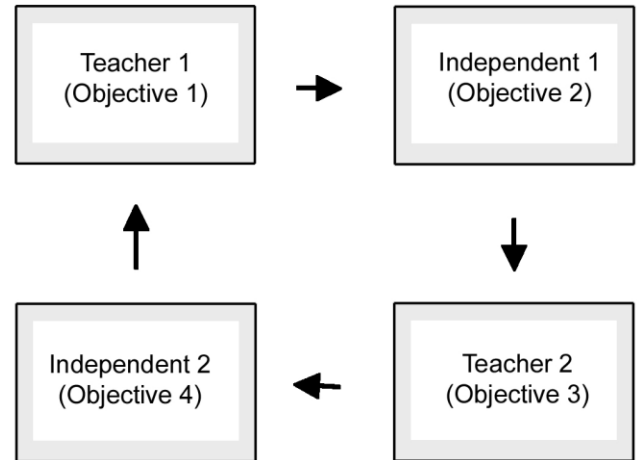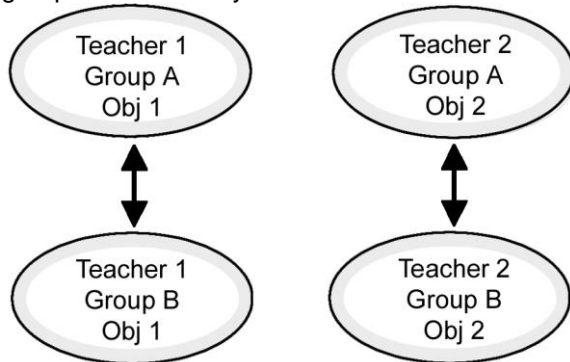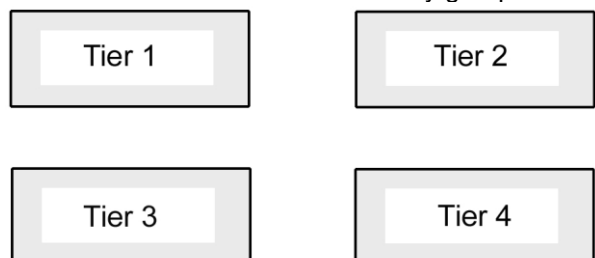
"Advancing Co-teaching Practices: Strategies for Success" **© Sonya Heineman Kunkel 2012, www.amazon.com**

6 Stations with Interrupters	Skills Groups
(6 groups)	**(1 large group task and 2 small flexible mini groups)**
Six Objectives Students rotate between six groups. Two are teacher taught and four are independent. This configuration may take more than one class period if you do not work in a block schedule.	Objectives vary by group (many objectives: individualized) Students are given a whole group task. Each teacher siphons off one to six students at a time to offer a short (in duration) mini lesson. Students are then returned to the group at large and another mini lesson group is created. .

6 Stations with Interrupters

(6 groups)

Six Objectives
Students rotate between six groups. Two are teacher taught and four are independent. This configuration may take more than one class period if you do not work in a block schedule.

Skills Groups

(1 large group task and 2 small flexible mini groups)

Objectives vary by group (many objectives: individualized)
Students are given a whole group task. Each teacher siphons off one to six students at a time to offer a short (in duration) mini lesson. Students are then returned to the group at large and another mini lesson group is created.
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Variations
• Students may double up in one group, or skip a group if it is appropriate.

Variations
• The purpose of the group may include re-teaching, pre-teaching, conferencing, assessment, skill focus, collaboration, drill, behavioral practice or any other need, as determined by the teachers. Each group has its own purpose, make-up and duration

"Advancing Co-teaching Practices: Strategies for Success" **© Sonya Heineman Kunkel 2012, www.amazon.com**

Co-Teaching Practices Worksheet

1. How will we introduce ourselves to our students? To parents?

2. How will we handle correspondence: parents, newsletters, emails, report cards?

3. Where will we keep confidential information regarding students?

4. What format will we use for lesson planning?

5. Will there be a designated space (desk, storage) in the room for Teacher B?

6. How will we arrange the room?

7. How will sub plans reflect our co-teaching relationship?

8. How will we handle disruptions (phone calls, visitor at the door, student behavior)?

9. How will we handle copying and other materials?

10. What classroom routines do we want to establish (restroom breaks, students late to class, missing assignments, attendance, pencil sharpening)?

11. What behavior management practices will we have in place? How will we respond to inappropriate behavior?

12. What will be our approach to homework?

13. What formative and summative assessment data will we collect? Where will we keep this information?

14. Which methods of communication will work best for us (email, text, wikis, phone, face-to-face, online)?

15. When and where will we meet for co-planning and reflection?

16. What pet peeves do we each have?

Finding the Time

- **Hire substitutes.** Floating subs can be available on a rotating bi-weekly basis for collaboration and co-planning to occur. Subs can cover duties and non-instructional responsibilities.

- **Sub Preps.** Use subs to cover a class during their "prep" time.

- **Paraprofessionals.** Use paraprofessionals to monitor a practice assignment for 15 minutes, while you meet in the back of the room to plan.

- **Before or after school.** Meet before or after school once a week or once every other week, depending on your curriculum demands.

- **One teacher covers two classes.** Combine classes for a low-maintenance activity such as sustained silent reading. One teacher is freed up to meet with her partner.

- **Other professionals teach a class.** List the professionals in your building that do not have a FT teaching responsibility. Ask them to guest teach one period every other week.

- **Professional Development Time.** Use some of your professional development time to create co-taught units.

- **Found time.** Snow days, assemblies.